



Hardeeville Middle/High

150 Hurricane Alley
Hardeeville, SC 29927

Grades	7-12 Middle School	
Enrollment	478 Students	
Principal	Dr. Carletha W. Youmans	843-784-8600
Superintendent	Dr. Delacy Sanford	843-717-1100
Board Chair	Berty Riley	843-726-4857

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

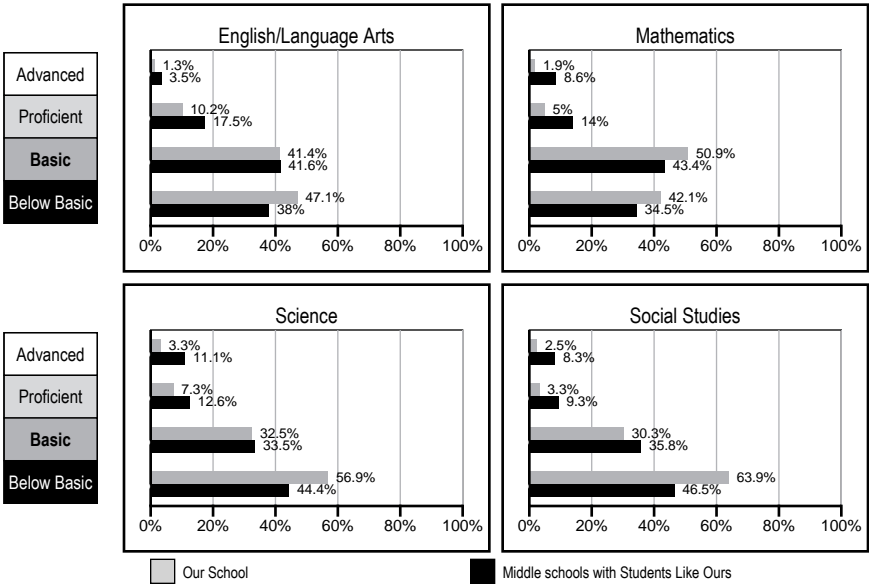
93%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	19	22

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	66.7	94.0
English 1	0	94.2
Physical Science	0	0
All Subjects	50.0	92.4

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=478)				
Students enrolled in high school credit courses (grades 7 & 8)	1.1%	N/R	14.2%	19.4%
Retention rate	5.8%	N/A	3.0%	1.8%
Attendance rate	96.7%	N/A	95.4%	95.8%
Eligible for gifted and talented	5.1%	N/A	10.9%	15.3%
With disabilities other than speech	13.8%	N/A	13.7%	12.9%
Older than usual for grade	9.4%	N/A	5.2%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	15.5%	N/R	0.9%	0.7%
Annual dropout rate	N/A	N/A	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	40.7%	N/A	53.7%	55.0%
Continuing contract teachers	18.5%	N/A	61.5%	70.6%
Teachers with emergency or provisional certificates	5.6%	N/A	9.9%	5.4%
Teachers returning from previous year	N/A	N/A	78.5%	83.4%
Teacher attendance rate	94.1%	N/R	94.8%	94.9%
Average teacher salary	\$48,157	I/S	\$44,654	\$44,706
Professional development days/teacher	8.1 days	N/R	12.1 days	11.8 days
School				
Principal's years at school	1.0	N/R	2.0	3.0
Student-teacher ratio in core subjects	24.7 to 1	N/R	19.1 to 1	20.1 to 1
Prime instructional time	89.0%	N/R	88.6%	89.3%
Opportunities in the arts	Excellent	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	59.2%	N/R	95.6%	98.0%
Character development program	Average	N/R	Good	Good
Dollars spent per pupil*	N/A	N/A	\$7,575	\$7,097
Percent of expenditures for instruction*	N/A	N/A	64.0%	64.4%
Percent of expenditures for teacher salaries*	N/A	N/A	59.1%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Hardeeville Jr/Sr High School is a new school configuration in the Jasper County School District located in Hardeeville, SC. The new school is a multi-million dollar facility located off Interstate 95 and Highway 278. The junior/senior high school is complete with athletic fields and courts for all the major sports and houses state of the art technology. We currently operate four complete computer labs and twelve classrooms outfitted with Promethean interactive whiteboards with accompanying projectors and software. We have begun developing a program of study for a Math/Science and Engineering Academy and anticipate including introductory courses in the fall of 2008-2009 school year.

The school district received the certificate of occupancy for our school in October, 2007, and we moved into the building on October 29, 2007. Currently, we serve 474 students in grades seven through twelve. Beginning in the fall of 2008-2009, we will become a middle/high school instead of a junior/senior high school, and we will serve students in grades six through twelve. The average attendance rate is 96.8 percent. With the addition of the sixth grade and new student enrollment we are projecting to increase our student population to 573 students for the 2008-2009 school year.

Our faculty is composed of forty-two certified teachers and seven certified non-teaching faculty members. Seven of the certified teachers are International teachers who are highly qualified in their content areas; however some require additional staff development in the areas of classroom management. The 2007-2008 school year is the first year for uniforms and single-gender classes in the Jasper County School district for 7th-9th grades. We also established a 9th Grade Academy to help 9th grade students effectively transition to high school and to reduce 9th grade retentions.

Because we are a new school we utilized the test data from Jasper Co High and West Hardeeville Elementary to determine student academic progress. Based on Winter Measures of Academic Progress Tests (MAP) results our 7th and 8th grade students made significant increases in Mathematics, but showed smaller growth in Reading. Last year, 22% of our students scored in the average and high range in math. This year 49% scored in the average and high range. This is a 27% gain in students who scored in the average and high range. Early End of course test results indicate our students had an increase in all four areas of assessment. We had an increase of 8.2% in pass rate for English 1, a 3% increase for Phy Sci, and .2% increase for Algebra 1 with one student scoring 100%. Through the collaborative efforts of the School Leadership Team, faculty and staff, district support and our state External Review Team we look forward to continuous academic growth and significant student progress for the 2008-2009 SY.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	80	19
Percent satisfied with learning environment	56.4%	67.1%	89.5%
Percent satisfied with social and physical environment	64.1%	64.6%	72.2%
Percent satisfied with school-home relations	59.5%	86.2%	77.8%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	21.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	32.2%	0.0%	No
Student attendance rate	96.7%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	175	96.6	45.5	42.2	11	1.3	20.1	22.2	48.2	No	Yes
Gender											
Male	87	96.6	64.9	28.6	6.5	0	10.4	16.6	41.7	N/A	N/A
Female	88	96.6	26	55.8	15.6	2.6	29.9	28.4	55	N/A	N/A
Racial/Ethnic Group											
White	17	100	33.3	53.3	13.3	0	33.3	25.5	60	I/S	I/S
African American	100	96	40.9	44.3	13.6	1.1	22.7	20.7	31.7	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	56	96.4	59.2	32.7	6.1	2	12.2	25.1	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	17	100	64.7	29.4	5.9	0	5.9	7.2	16	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	56	96.4	58	34	6	2	12	25.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	132	96.2	44.1	43.2	11.9	0.8	18.6	21.3	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	175	97.7	41.7	51.9	5.1	1.3	11.5	16.1	45.8	No	Yes
Gender											
Male	87	98.9	44.3	49.4	5.1	1.3	8.9	15.2	45.6	N/A	N/A
Female	88	96.6	39	54.5	5.2	1.3	14.3	17.2	45.9	N/A	N/A
Racial/Ethnic Group											
White	17	100	26.7	66.7	6.7	0	13.3	21.3	59	I/S	I/S
African American	100	98	45.6	50	2.2	2.2	10	14	26.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	56	96.4	40.8	49	10.2	0	14.3	20.5	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	17	100	52.9	47.1	0	0	5.9	6.5	17.1	I/S	I/S
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	56	96.4	40	50	10	0	14	20.3	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	132	98.5	41.3	53.7	5	0	10.7	15.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	138	97.8	56.1	32.5	8.1	3.3	11.4	10.4	35.7	97.4	95.6
Gender											
Male	68	100	55.7	34.4	4.9	4.9	9.8	10.8	37.4	97	95.2
Female	70	95.7	56.5	30.6	11.3	1.6	12.9	10	33.8	97.9	96.1
Racial/Ethnic Group											
White	13	100	58.3	25	8.3	8.3	16.7	16.7	49.2	96.6	93.9
African American	78	97.4	55.1	31.9	8.7	4.3	13	9.5	17	97.3	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.9	98.9
Hispanic	45	97.8	60	35	5	0	5	8.6	24.9	97.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	16	100	81.3	6.3	6.3	6.3	12.5	6.4	14	96.9	94.3
Migrant Status											
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	94.4	94.4
English Proficiency											
Limited English Proficient	45	97.8	58.5	36.6	4.9	0	4.9	8.3	24.4	97.9	95.8
Socio-Economic Status											
Subsided meals	107	97.2	54.2	36.5	9.4	0	9.4	9.5	21.1	97.5	95.6

Social Studies											
All Students	136	98.5	63.1	31.1	3.3	2.5	5.7	11.4	34	97.4	95.6
Gender											
Male	67	100	67.2	24.6	4.9	3.3	8.2	13.1	36.6	97	95.2
Female	69	97.1	59	37.7	1.6	1.6	3.3	9.5	31.3	97.9	96.1
Racial/Ethnic Group											
White	10	I/S	I/S	I/S	I/S	I/S	I/S	20.9	44.5	96.6	93.9
African American	81	98.8	63.5	29.7	4.1	2.7	6.8	9.7	19.1	97.3	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.9	98.9
Hispanic	43	97.7	65.8	34.2	0	0	0	12.2	27.5	97.9	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	13	100	76.9	15.4	7.7	0	7.7	7.3	14.4	96.9	94.3
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	94.4	94.4
English Proficiency											
Limited English Proficient	43	97.7	64.1	35.9	0	0	0	12.7	27.3	97.9	95.8
Socio-Economic Status											
Subsided meals	105	98.1	66.7	33.3	0	0	0	9.3	21	97.5	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	98	95.9	44.7	44.7	10.6	0	10.6
2009	3	77	97.4	46.4	39.1	11.6	2.9	14.5
Mathematics								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	98	98	41.4	50.6	6.9	1.1	8
2009	3	77	97.4	42	53.6	2.9	1.4	4.3
Science								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	98	98	48.3	39.1	8	4.6	12.6
2009	3	40	97.5	75	16.7	8.3	0	8.3
Social Studies								
2007	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2008	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	98	98	70.1	25.3	3.4	1.1	4.6
2009	3	38	100	45.7	45.7	2.9	5.7	8.6

Abbreviations for Missing Data

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